**Mrs. Hines**

**English 12 Core**

**Literary Analysis Project**

**Directions:**

1. Choose one story to read from the list below.

* *The Silver Fifty-Sen Pieces,* p. 1073/Modern
* *In the Shadow of War,* p*.* 1095/Modern
* *No Witchcraft for Sale,* p. 1127/Modern
* *Once Upon a Time,* p. 1142/Modern
* *Marriage is a Private Affair,* p. 1149/Modern
* *Araby,* p. 1174/Modern
* *The Rocking-Horse Winner,* p. 1187/Modern
* *The Demon Lover,* p. 1207/Modern
* *Half a Day,* p. 1242/Modern
* *The Doll’s House,* p. 1254/Modern

1. Dissect the story and address the following elements of narration: exposition (basic situation), complications, climax, resolution, and theme.
2. Create a theme statement that fits the story and choose two quotes to support that theme. You will need to explain your theme and relevant quotations.
3. You will need to put your findings together in a power point presentation. (see attached template and rubric)

**Literary Analysis Rubric**

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| **Criteria for Evaluation** | **Advanced (3)** | **Proficient (2)** | **Emerging (1)** |
| **Engaging opening that grabs readers’ interest.** | Opens with interesting quotation or bold statement that engages readers’ interest. The hook is present. | Opens with quotation or statement that interests some readers. | Opener is bland or unrelated to analysis of the work. |
| **Introduction gives title and author of work.** | Introduction accurately names complete title and author of work. | Introduction names title and author of work, but one is not complete. | Introduction names either title or author of work but not both. |
| **Elements or narration** | Thorough understanding and detailed explanation of elements of narration | Adequate understanding and explanation of elements of narration | Little understanding and explanation of elements of narration |
| **Thesis statement identifies the literary elements to be discussed and states the author’s main idea about their effects.** | Thesis statement clearly identifies the literary elements to be discussed and states the writer’s main idea about their effects. | Thesis statement identifies the literary elements to be discussed but does not clearly link them to the writer’s main idea. | Thesis statement does not identify literary elements to be discussed or main idea. |
| **Key points in essay support thesis.** | Each key point clearly supports the thesis. | Most key points support the thesis. | Some key points support the thesis. |
| **Literary evidence from work supports key points.** | Each key point is firmly supported by accurate and detailed references to the text of the work. | Most key points are supported by references to the text of the work. | Some key points are supported by references to the text of the work. |
| **Elaboration explains meaning of literary evidence.** | Elaboration clearly explains meaning of literary evidence and ties it to thesis. | Elaboration explains meaning of most literary evidence and ties it to thesis. | Elaboration is vague and does not relate literary evidence to thesis. |
| **Organization is logical and easy to follow.** | Essay is clearly and effectively organized by order of importance or chronological order. | Essay is organized by order of importance or chronological order, with some inconsistencies. | Organization is difficult to follow. |
| **Conclusion/Closing may restate thesis and leave readers with thought-provoking closing.** | Conclusion/Closing may restate thesis in fresh and memorable way and ends with thought-provoking ideas for readers to consider. | Conclusion/Closing accurately restates thesis but in a bland way and ends with a pertinent closing thought. | Conclusion/Closing inaccurately restates thesis and ends with bland closing thought. |
| **Standard English spelling, punctuation, capitalization, and manuscript form are used appropriately for this grade level.** | Standard English spelling, punctuation, capitalization, and manuscript form are used appropriately for this grade level throughout the essay. | Standard English spelling, punctuation, capitalization, and manuscript form are used appropriately for this grade level, with few problems. | Inconsistent use of standard English spelling, punctuation, capitalization, and manuscript form disrupts readers’ comprehension. |
| **Total Points** |  |  |  |

**Grade/Comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_

**Literary Analysis**

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| **Title/Author** |  |
| **Exposition** |  |
| **Complication#1** |  |
| **Complication #2** |  |
| **Complication#3** |  |
| **Climax** |  |
| **Resolution** |  |

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| --- | --- |
| **Theme Statement** |  |
| **Point 1** |  |
| **Quote #1** |  |
| **Elaboration** |  |
| **Point 2** |  |
| **Quote #2** |  |
| **Elaboration** |  |
| **Closing Thoughts** |  |